

**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 2022**

The material published in this work is subject to copyright pursuant to the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

TABLE OF CONTENTS

[Curriculum elements 3](#_Toc96440369)

[Foundation 3](#_Toc96440370)

[Years 1–2 8](#_Toc96440371)

[Years 3–4 13](#_Toc96440372)

[Years 5–6 18](#_Toc96440373)

Curriculum elements

Foundation

|  |
| --- |
| **Year level description** |
| In Foundation, learning in The Arts builds on the Early Years Learning Framework and each student’s prior learning and experiences. The curriculum allows for play-based approaches that integrate arts learning experiences across the 5 Arts subjects and/or specialist teaching. There are examples in the content elaborations for each subject and examples that span across the subjects.In Foundation, Arts learning fosters students’ understanding of how the arts enrich their lives and the lives of all people. Engagement with the arts strengthens students’ sense of wellbeing and develops their connections with the world. Arts learning involves exploration and purposeful, creative play, together with structured learning appropriate for their level of development. In The Arts, students work individually and collaboratively with peers and teachers, drawing on their imaginations, stimulus materials such as images or works of fiction, and real-life experiences. Students explore the arts in their lives and communities. They learn that the arts are central to all cultures and explore the diversity of arts works across cultures. They build empathy and understanding that what is familiar to one person can be new to somebody else. Students use arts knowledge and skills to make arts works that represent their ideas about the world and share their work with peers in informal settings. They experience being an audience. As they make and respond, students learn about safe practices in the arts.In Foundation, learning in Music can involve students:* listening to music and discovering how they and others can communicate in and through music
* experiencing and developing confidence in using singing voice/vocalisation
* using voice/vocalisation and instruments and elements of music such as duration/time (beat and rhythm), pitch and dynamics for composing and performing
* reflecting on their music experiences using language and/or in embodied ways.
 |
| **Achievement standard** |
| By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. |

|  |  |
| --- | --- |
| **Strand: Exploring and responding** | **Foundation** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore how and why the arts are important for people and communities AC9AMUFE01 | * exploring how facial expressions, gestures and other ways of moving, and using voice or language, can communicate emotions and feelings in arts works; for example, characters in portraits, cartoons, songs, chants or dances from different times and cultures
* identifying and/or learning social or cultural dances that have meaning for people and communities, taking care to observe relevant protocols; for example, working with community representatives or using accredited resources
* using dramatic play to explore ideas or understandings they observe or perceive in a text or image (print or screen); for example, exploring questions such as “What is happening?”, “What will happen next?”
* identifying arts works and experiences in their lives, such as songs they sing, dances or drama they watch or perform, animations, computer games or music videos, public art, 2D, 3D or screen-based works they encounter at school or in community settings, and sharing ideas and feelings about the works with peers and teachers
* singing songs that are used for celebrations, such as school songs, anthems, sports teams’ songs, birthday songs and songs that help teach content or concepts from other learning areas, such as health messages
* exploring how illustrations/images in a text (fiction or non-fiction, print or screen) help to communicate narrative or information about characters, settings and/or mood
* listening to First Nations Australians talk about the importance of the arts for connecting to people, culture and Country/Place; for example, using resources created or co-created by First Nations Australians
 |

|  |  |
| --- | --- |
| **Strand: Developing practices and skills** | **Foundation** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9AMUFD01 | * playing with the tactile qualities of a range of materials (rough, smooth, spikey, gooey) and exploring how they feel about these qualities to develop ideas for a visual artwork, dance or soundscape; for example, using art materials, movement and/or voice to depict or embody the tactile qualities they have discovered; moving their body to communicate the smooth or rough qualities of a stone or ball
* imagining how the characters in a story they are reading might dress or move, and making still or moving images to communicate ideas about the characters; for example, working in groups and using dramatic play to imagine possibilities about characters and situations or asking questions such as “What happens next?”
* identifying and describing shapes, colours and lines they observe in their environment and exploring ways to use these shapes creatively; for example, imagining and trialling ways to use geometric and organic shapes and collage techniques to represent a familiar object such as a face; improvising movements that trace a series of shapes such as circle, rectangle and triangle; improvising a melody that follows the contour of the shape, or working collaboratively to form frozen or still images of each shape
* playing games to develop subject-specific practices such as pitch, beat and/or rhythm recognition, exploring ways that body parts, zones and bases can be moved safely and expressively; taking on the point of view of a fictional character in dramatic play
* responding to the emotions they experience while listening to different pieces of music and using movement to share their response; for example, using scarves and movement, or creating visual images using materials such as crayons or paint
* improvising rhythmic patterns for clapping or stamping, or inventing new movements for familiar action songs, and interpreting these visually using elements of art/design such as shapes, lines and/or colours, and materials such as paper and pencil or string
* exploring their speaking and singing voices and discovering ways they can use their voices/vocalisation to communicate ideas and feelings
* improvising movements to explain the steps in a process, and then using a camera to capture a series of images or a photographic story that can be displayed in the classroom to remind everybody about the process
 |

|  |  |
| --- | --- |
| **Strand: Creating and making** | **Foundation** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| create arts works that communicate ideas AC9AMUFC01 | * creating arts works in a range of forms to communicate ideas from lived personal or social experiences; for example, creating a dance or scenes showing favourite activities such as games; using digital devices to record their peers playing a game and creating a voice-over that describes what's happening; composing a song or chant about a favourite food or activity; drawing a home scene of people and animals
* creating works in response to inspiration from sources such as play, imagination, observation, literature, artworks from their cultures and communities or arts knowledge and skill development activities
* extending and varying known songs, chants or rhymes; for example, changing words, interpreting without using voice, adding movements/actions or improvising rhythm patterns as accompaniment
* manipulating objects, puppets, 2D images and/or available technologies to create or retell stories
* devising a chant/rap that a character from an animated series, a text or a fictional hero could use to communicate a health or sustainability message or to learn the steps in a process; recording the chant/rap using an available digital device and sharing live or via a school-managed space such as a learning management system
* repurposing materials and objects such as clothing or packing boxes as starting points for imagining and developing scenes and scenarios; for example, using packing boxes to create an imagined environment or vehicle
* considering as a class the characters and situations associated with a story and then re-imagining them by asking questions of the story, such as “What’s up?”, “What happens next?” or “What else might/could happen?" to support the development of their own socio-dramatic or miniature worlds play
 |

|  |  |
| --- | --- |
| **Strand: Presenting and performing** | **Foundation** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| share their arts works with audiences AC9AMUFP01 | * sharing their artworks with the class via a “gallery” or “performance walk”; for example, walking around the space looking at the works and using positive language to comment on the works and identify features such as similarities or differences, use of materials and elements of art/design, such as line
* performing songs, soundscapes or chants/raps, using music skills they have learnt and practised, such as listening to and aiming to match starting pitch, staying in time with the group or following the agreed plan; for example, following a graphic score when performing a soundscape
* taking images of class arts events (with permission from the people involved), creating an image sequence to document the occasion, and adding sound; for example, importing the images to a software program, sequencing the images, and using instruments and voices to create a soundscape to accompany the images
* talking about ideas such as themes, processes used to make the work, or features of the work such as patterns, pathways or lines; for example, talking with the teacher and explaining the important features of their work
* presenting retellings of stories to peers; for example, through dramatic play using repurposed objects, toys or puppets they have made
* sharing their work with their teacher and responding to questions such as “What is going on in your work?”, “Tell me the story of what is happening?”, “What did you enjoy about making this work?”
* performing movement/dance sequences they have created for other groups in their class and introducing their work by describing their favourite moments in the sequence or explaining why they chose a particular movement
* using digital devices to record their arts explorations; for example, curating (selecting, ordering) a sequence of digital images (photos) to show the steps in a process; for example, images that show how they created new colours by mixing primary colours (using playdough or paint) and adding commentary that expresses their feelings, emotions and understandings
 |

Years 1–2

|  |
| --- |
| **Band level description** |
| In this band, learning in The Arts builds on each student’s prior learning and experiences. Students continue to learn through purposeful and creative play in structured learning programs designed to foster a strong sense of wellbeing, and develop their connection with and contribution to the world. They work individually and in collaboration with peers and teachers, drawing on their imagination, works of fiction, real-life experiences and learnings from across the curriculum to support their engagement in Arts learning as artists and as audiences. Students explore music that they experience at home, school or through family and community events. They connect with composers and/or performers who live and work in the community; for example, by experiencing live or virtual performances. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own composing and performing. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from across cultures, communities and/or other contexts.In this band, the focus is on students: * exploring and responding to
	+ music across cultures, communities and/or other contexts through listening and performing; for example, singing songs or moving to music
	+ examples of music composed and/or performed by First Nations Australians
* developing creative and critical practices and skills
	+ creative practices for composing and performing, such as skills for listening, singing and playing instruments, and, as appropriate, using notation; for example, graphic notation
	+ critical practices by observing, reflecting on and responding to music they experience (including music they compose and/or perform)
* composing, singing and playing instruments, using the elements of music such as duration/time (beat and rhythm, tempo), pitch, dynamics and expression, texture and/or timbre
* performing/sharing music they have learnt and/or composed in informal settings such as classroom presentations*.*
 |
| **Music Achievement standard** |
| By the end of Year 2, students identify where they experience music. They describe where, why and/or how people across cultures, communities and/or other contexts experience music.Students demonstrate listening skills. They use the elements of music to improvise and/or compose music. They sing and play music in informal settings. |

|  |
| --- |
| **Learning area Achievement standard** |
| By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts. Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings. |

|  |  |
| --- | --- |
| **Strand: Exploring and responding** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore where, why and how people across cultures, communities and/or other contexts experience musicAC9AMU2E01 | * listening to and talking about music that features instruments and/or voices/vocalisations from diverse contexts and cultures, and sharing observations about the music, such as identifying the instruments used or identifying the purpose the music was composed for; identifying and learning songs for special occasions (for example, birthday songs) or exploring how music is used to enhance the action or mood in a game they play on a digital device or a cartoon they watch (for example, “How is the music telling me that everyone is happy or that the rainforest is sad?”)
* exploring ways that people in their local community are making and experiencing music; for example, identifying ways of being a musician such as singer, songwriter, composer, instrumentalist, sound engineer or digital music producer; being a listener or audience member (at home, in places designed especially for music performance and/or in physical or virtual public spaces); making a class list of places where they experience music each day and noting who the performers/composers are and their responses to the music (for example, responding to questions such as, “Which music makes you want to sing along?”, “Why don’t we know who composed this music?” and “Does that matter?”)
* identifying opportunities for engaging with music in their daily life by being a composer, performer or audience; for example, singing when no-one else can hear you, singing in a group, writing and recording songs using available digital devices and apps, listening to music, improvising chants/raps to make everyday tasks more interesting, noticing how music is used in screen-based products such as games, cartoons or e-books
* discussing where, how and why they and their peers or family members experience music, and their music preferences; for example, compiling a playlist that combines their favourite music from the different generations in a family or creating a school playlist
* practising active listening skills; for example, moving with the beat and clapping rhythmic ideas or being aware of pitch and volume when they are singing/vocalising and/or playing instruments
 |
| explore examples of music composed and/or performed by First Nations Australians  AC9AMU2E02 | * identifying where and how they can experience music composed and/or performed by First Nations Australians, such as via mainstream music platforms (live performance, video, television, radio, streaming), music for ceremonies at their school, in their community, or as part of state and national events
* exploring the diverse music styles represented in music composed and performed by First Nations Australians; for example, listening to music that is available through mainstream media; music performed at a local festival, by street performers, by choirs and/or orchestras; or music created or performed for events such as openings of cultural or community events or as part of a Welcome to Country, and asking questions such as “What instruments and voices can I hear?”, “How is this music communicating message/s about Country/Place?” or focusing exclusively on the music (the sound): “How is this music similar or different to other music I listen to?”
* exploring how the elements of music are used to create specific effects in screen-based or theatrical works that communicate First Nations Australian cultural knowledge; for example, viewing cartoons or animations that retell traditional stories and using Viewpoints to ask questions such as “How is texture being used to create tension in this part of the story?”, “How is melody being used to represent characters in this story?”, “How are tempo and dynamics being used to communicate the mood or feeling?”
 |

|  |  |
| --- | --- |
| **Strand: Developing practices and skills** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| develop listening skills and skills for singing and playing instrumentsAC9AMU2D01 | * experimenting with their speaking and singing voices/vocalisation to create a range of expressive effects; for example, varying dynamics or exploring different ways of sliding, scooping or bending, snapping, blending or creating a mood or atmosphere
* playing music games or taking part in skill-development activities to develop skills for listening, composing and performing; for example, movement/body percussion games that develop skills relating to pulse, beat and rhythm
* improvising on pitch and rhythm patterns to develop skills relevant to different elements of music; for example, echo clapping, calling and response singing
* participating in singing games/activities that involve pitch awareness or matching pitch; listening to features of music such as dynamics or articulation and replicating or varying what they hear; playing games that involve repeating or extending a given idea such as a melodic or rhythmic pattern
* developing listening skills for specific purposes, such as listening to count-ins, to become confident about tempo; being quiet when listening to live music (and learning when applause or comment is expected during a performance); listening to ensure their voice/vocalisation/part is blended with other voices/being projected at about the same dynamic level when singing or playing in a group
* exploring and improvising ways to create and vary sounds using a range of sound sources, such as voice/vocalisation, classroom instruments, found/environmental/repurposed objects (buckets, leaves, etc.) or digital instruments; for example, exploring how they can vary sounds using elements of music such as dynamics, articulation or tone colour, the effects they can create by combining voices and instruments or combining sounds and silences, and asking questions such as, “Which way of playing/singing sounds best?”, “What is the way I want it to sound?”
* developing understanding of what matching pitch means; for example, by using a digital tuner or closing eyes and gradually adjusting to match a partner’s pitch
* practising techniques for singing songs and playing classroom instruments
 |

|  |  |
| --- | --- |
| **Strand: Creating and making** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| select and combine elements of music when composing and practising music for performanceAC9AMU2C01 | * contributing to decisions about how to interpret the elements of music, such as tempo (duration/time), dynamics and/or articulation when performing songs, chants, rhymes or instrumental music
* improvising and making decisions about how to combine sounds to create compositions; for example, combining pitch and rhythm patterns, improvising melodies and drone accompaniments, making decisions about instrumentation, articulation, texture and dynamics
* using voices and body percussion to create music that features contrasting examples of elements of music, such as sound/silence, fast/slow, long/short, high/low, loud/soft
* improvising patterns of body movement, such as clapping or stamping, to create accompaniments; for example, accompaniments for songs
* practising a repertoire of songs, chants and rhymes focusing on using elements of music such as tempo, dynamics or articulation to create expressive effects
* using signs and symbols to notate or document patterns or soundscapes and/or using an available device to record work in progress so that they can listen and make decisions about what to do next
* practising music using accessible technologies; for example, using recordings to make decisions about dynamics or tempo
* writing lyrics for a chant/rap and improvising to develop rhythmic patterns they can use to perform the lyrics; for example, combining unison sections (voices alone) with multi-part sections (voices and body percussion or instruments)
 |

|  |  |
| --- | --- |
| **Strand: Presenting and performing** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| sing and play music in informal settingsAC9AMU2P01 | * singing songs, performing chants/raps or playing instrumental music they have learnt or composed for an audience of peers and teachers
* following agreed decisions about how the music should sound; for example, using singing voice rather than speaking voice, holding beaters or instruments in ways that produce clear and clean sound, performing at the agreed tempo
* making decisions about how/where to sit/stand in a performance space; for example, deciding if they can see cues/signals from other performers or a conductor more easily if they are standing in curved or straight rows, or whether they can perform an instrumental part more accurately/comfortably when standing or sitting
* introducing a performance by writing text for a slide that shares information about the music with the audience; for example, the title of the music, the name of the composer and identifying where, when or why it was composed, and then projecting the slide before or during the performance
* listening intentionally and respectfully during performances and, when invited, participating in the performance by using body percussion (clapping, tapping, stamping) or singing
* contributing to post-performance discussions; for example, sharing ideas about what the best part of the performance was or asking the performers questions such as, “How long have you been singing/playing as a group?” or “How did you get your instrument to …?”
 |

Years 3–4

|  |
| --- |
| **Band level description** |
| In this band, learning in The Arts builds on each student’s prior learning and experiences. Arts learning in this band continues to use purposeful and creative play-based activities that foster development of students’ identity and wellbeing, and their connection with and contribution to the world. Students further develop their capability and confidence in using subject-specific skills, and creative and critical practices. They work individually and in collaboration with peers and teachers. Students continue to explore music that they experience at home, school or through family and community events. They connect with composers and/or performers who live and work in the community; for example, by experiencing live or virtual performances. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own making and responding. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from diverse places and cultures such as countries or cultures in Asia. In this band, the focus is on students: * exploring and responding to
	+ music that showcases where, why and/or how music is composed and performed across cultures, times, places and/or other contexts; for example, listening to, singing/playing children’s songs, game songs, storytelling and narrative songs from a range of cultures, times and places, or exploring how music is used in media and popular culture
	+ examples of music composed and/or performed by First Nations Australians that communicate connection to and responsibility for Country/Place
* developing creative and critical practices and skills
	+ creative practices for composing and performing, such as skills for listening, singing and playing instruments, and, as appropriate, using notation; for example, graphic notation
	+ critical practices by observing, reflecting on and responding to music they experience, including music they compose and perform
* composing, singing and playing instruments using the elements of music such as duration/time (beat and rhythm, tempo, pulse), pitch, dynamics and expression, texture and/or timbre
* performing music they have learnt and/or composed in informal settings such as spaces within the school.
 |
| **Music Achievement standard** |
| By the end of Year 4, students describe the use of elements of music in music they compose, perform and/or experience. They describe where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts. Students demonstrate listening skills when performing and composing. They combine the elements of music to compose music that communicates ideas. They sing and play music they have learnt and/or composed in informal settings. |

|  |
| --- |
| **Learning area Achievement standard** |
| By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts. Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. |

|  |  |
| --- | --- |
| **Strand: Exploring and responding** | **Years 3–4** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore where, why and how music is composed and/or performed across cultures, times, places and/or other contextsAC9AMU4E01 | * exploring examples of music created for similar purposes across different times and/or places, such as music for dancing, songs that communicate messages (health/wellbeing/identity messages), feelings or emotions (how the songwriter feels about a person or place) or knowledge (narrative songs/songs that tell stories) and asking questions about how elements of music are used; for example, “Can I identify and clap the main rhythmic pattern or sing the melody in this song?”, “Which instruments are being used in the performance and are they the ‘original’ instruments the composer intended would be used?”
* examining the purpose for which music is used in their lives and community; for example, identifying and listening to music performed by a local choir or cultural group and responding to it (by sharing what they like, find interesting or would like to know more about in the music; describing how the music makes them feel)
* comparing the expectations and requirements of performers and audiences in different performance settings; for example, discussing when it is acceptable to talk, dance or clap during a performance
* exploring ways of notating or documenting forms of music, such as graphic notation, lead-sheets (lyrics, melody and harmony/chords), using visual images or staff notation and/or using music terminology, identifying and explaining how each type of notation/documentation conveys information to performers
* exploring ways to make instruments from a range of materials; for example, using recycled/repurposed materials to construct instruments that produce sounds across a range of pitches and/or tone colours and effects; for example, cardboard tubes filled with cotton and rice, or food wrappers scrunched up loosely in recycled plastic bags; then using these instruments to create Foley sounds for a soundscape to accompany an exhibition of sculpture made from recycled/repurposed materials
 |
| explore how First Nations Australians use music to communicate their connection to and responsibility for Country/Place  AC9AMU4E02 | * examining a diverse range of music composed and/or performed by First Nations Australians to communicate connection to, and responsibility for Country/Place; for example, listening to music such as songs with lyrics about Country/Place or music used to accompany dances that communicate knowledge about Country/Place
* listening to and exploring music that shares feelings and ideas about the importance of Country/Place and Story for First Nations Australians as a starting point for talking about different ways of seeing the same place and telling stories through music
* learning from First Nations Australians about how they use music to communicate their connection to, and responsibility for Country/Place, culture and people; for example, resources created or co-created by First Nations Australians, such as interviews/podcasts that feature First Nations Australians talking about their music and/or performances
* learning from First Nations Australians about the expectations and requirements of performers and audiences who are performing/experiencing music that communicates connection to, and responsibility for Country/Place, such as music used during a Welcome to Country
 |

|  |  |
| --- | --- |
| **Strand: Developing practices and skills** | **Years 3–4** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| develop listening skills and skills for manipulating elements of music when singing and playing instrumentsAC9AMU4D01 | * using speaking, singing, voice/vocalisation and movement to develop skills for singing/vocalisation; for example, breathing, awareness of pitch, beat and rhythm, ensuring that the audience can hear/follow the lyrics when singers are singing softly, learning how to sing louder without shouting
* manipulating elements of music to create and control intended effects, using sounds from a range of sources, such as voice/vocalisation, classroom instruments, found objects or digital instruments; for example, varying dynamics in repeated sections to create interest or using different instruments/combinations of instruments to create a particular mood or feeling, using combinations of steps and jumps (close/wide intervals) in a melody to suit different sections of the lyrics
* singing and playing learnt pitch and rhythm patterns and varying elements of music within them to create different effects; for example, singing softer or louder, faster or slower, repeating phrases, extending or shortening rhythmic values
* listening to the effects they create by manipulating elements of music in different ways and discussing how easy/difficult different choices are to perform accurately; asking questions such as “What works and why” (noting that there may be a range of responses across the class)
* listening to diverse examples of music to explore how rhythm and pitch patterns, structures or timbres are used; for example, listening to identify whether a rhythmic or melodic pattern is repeated in every bar/measure or used only in a specific section, such as the verse or chorus
* practising reading staff, graphic and/or invented notation as they rehearse and perform
* exploring options for representing sounds in a score; for example, inventing a graphic score to represent sounds of the environment or using a combination of staff notation and invented symbols; then using the score when rehearsing and making changes to ensure that it is accurate and useful/easy to follow in performance
 |

|  |  |
| --- | --- |
| **Strand: Creating and making** | **Years 3–4** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| manipulate elements of music to communicate ideas, perspectives and/or meaning when composing and practising for performance AC9AMU4C01 | * writing lyrics and/or melodies for songs, raps or chants and using formats such as graphic or staff notation or a lead-sheet or an audio recording to notate/document/record their work
* using available technologies to create accompaniments; for example, improvising patterns (body percussion, classroom instruments) and recording as a loop or using digital tools to notate/document music; for example, using a template to create a lead-sheet or a story-boarding app to record information about where music will be used in a claymation they are creating in Media Arts
* improvising phrases of music on an instrument to practise known notes and rhythm patterns or to extend the range of notes they can play on an instrument
* learning songs and/or instrumental music associated with specific cultures, such as cultural groups in the local community or cultures from Asia, or cultures where a language they are learning is spoken
* listening to live or recorded performances of music and gathering ideas they can use in their performance, such as the feel or mood of the song/music, how to interpret characteristic rhythmic patterns or how they might use body percussion or other movements in their performance
* manipulating the elements of music, such as dynamics and tempo, to express different characters or dramatic action and emotions when composing music for a screen-based work or to accompany drama, such as a re-telling of a familiar children’s story
* combining composed and improvised sections to create a complete work; for example, composing a melody and accompaniment to create a theme song and combining with improvised/soundscape sections to accompany a reading/narration of a story they have written
* working in pairs or groups to create ostinatos or accompaniments; for example, using ukuleles or bucket drums and composing ostinatos or accompaniments for songs they are learning
 |

|  |  |
| --- | --- |
| **Strand: Presenting and performing** | **Years 3–4** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| sing and play music they have learnt and/or composed in informal settingsAC9AMU4P01 | * performing music such as unison songs, rounds and instrumental music arranged for small ensembles that feature melody and accompaniment parts, such as ostinato or drones
* introducing performances by sharing information such as the intended purposes of their compositions with others, and documenting how they used the elements of music when composing and/or performing
* rehearsing and performing music using a range of technologies; for example, learning and (with assistance) applying techniques for using sound reinforcement equipment such as PA, microphones and speakers efficiently to ensure that the audience can hear their performance and they can hear other performers (foldback) or making recordings of rehearsals, listening and evaluating how well they are achieving their aims and making adjustments (as required)
* planning how they will stage a performance and introduce their performances to audiences using spoken, written or audio-visual formats
* reading from notation and/or documentation such as a lead-sheet (lyrics and chords), staff or graphic notation that includes invented or learnt symbols when practising and performing music
 |

Years 5–6

|  |
| --- |
| **Band level description** |
| In this band, students continue to learn in and through the practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully, and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers. Students engage with music, composers and/or performers across cultures, times, places and/or other contexts; for example, exploring music in their local area, state/territory or a country or region of Asia. They take opportunities to engage with living composers and performers and their music; for example, by experiencing live or recorded/streamed performances. They continue to use stimulus materials such as images, events, texts, questions and/or observations as inspiration for their own composing and performing. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from diverse cultures. In this band, the focus is on students: * exploring and responding to
	+ music from local, regional, national and global cultures and contexts that shows ways the elements of music can be used to communicate ideas; for example, by listening to and/or learning songs or instrumental pieces
	+ music that showcases ways First Nations Australians are continuing and revitalising cultures
* developing creative and critical practices and skills
	+ creative practices for composing and performing such as skills for listening, singing and playing instruments, and, as appropriate, using notation; for example, graphic or staff notation or lead-sheets
	+ critical practices such as using aural skills, reflecting on and responding to music they experience, including music they compose and perform
* composing and practising music for performance, manipulating the elements of music such as duration/time (including beat and rhythm, tempo, pulse, metre), pitch, dynamics and expression, texture, articulation (accent) and/or timbre to compose music; for example, songwriting, arranging a known melody or composing for an instrument they are learning, singing and playing instruments, and using aural skills to support these processes
* performing music they have learnt and/or composed in informal and/or formal settings, such as spaces within the school including, as appropriate, school-hosted digital spaces such as a school learning management system.
 |
| **Music Achievement standard** |
| By the end of Year 6, students explain how elements of music are manipulated in music they compose, perform and/or experience. They describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning. They describe how music is used to continue and revitalise cultures.Students demonstrate listening and aural skills when composing and performing. They use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance. They notate, document and/or record the music they compose. They perform music in formal and/or informal settings. |
| **Learning area Achievement standard** |
| By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. |

|  |  |
| --- | --- |
| **Strand: Exploring and responding** | **Years 5–6** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore ways that the elements of music are combined in music across cultures, times, places and/or other contextsAC9AMU6E01 | * listening to music that uses a range of instrumentation or forms (song forms, theme and variations, binary) and describing how the elements of music are used or combined; for example, identifying which instruments are playing the melody and which are playing accompanying parts, or exploring the effect of changing instruments by comparing original versions with arrangements/covers/reimagined versions
* evaluating and discussing (using their own words and learnt music terminology) personal preferences for music from a range of contexts and cultures, such as music they listen to for leisure/pleasure, music they play in an ensemble, music that is important to their family or community, music they listen to for inspiration for their own compositions or performances, or music in specific genres such as music for screen-based contexts such as games or videos
* identifying and describing features of music that create effects, such as ways in which elements of music are manipulated (using rhythm, melody, articulation, dynamics or instrumentation) or use of compositional devices/structural features such as riffs or use of specific instrumental techniques; for example, strumming patterns
* listening to (and/or performing) and responding to music from a variety of contexts and cultures, such as Asian cultures; for example, discussing what they like about the music and why they think the composer/performer chose to write/perform the music, using their own words and learnt music terminology, and giving reasons for their opinions
* considering ways in which music is used in celebrations, ceremonies or rituals; for example, at their school or in their local community, and exploring ways the music is used to give structure to the occasion or to communicate themes such as identity or belonging
* demonstrating understanding of the form and structure of popular songs; for example, using parody to demonstrate the different structures used within popular song, discussing different processes for writing lyrics that tell a story, collaboratively generating ideas to create new lyrics to known music, rehearsing the re-imagined song (using aural, technical and expressive skills) and performing their song parody to their peers
 |
| explore ways First Nations Australians use music to continue and revitalise cultureAC9AMU6E02 | * investigating the range of music styles and instruments that living First Nations Australian composers and/or performers are using in their work
* investigating how music is being used to maintain and revitalise knowledge and use of First Nations Australian languages
* investigating music that First Nations Australian composers are creating for dance, drama, media arts or visual arts works that share cultural knowledge; for example, music for animations that share cultural knowledge about places, birds or animals
* investigating how First Nations Australian composers and/or performers share knowledge about their culture as part of performances; for example, acknowledging Country/Place before a performance, or sharing information about the language they are using in their song/performance or their inspiration for composing a song or instrumental work
 |

|  |  |
| --- | --- |
| **Strand: Developing practices and skills** | **Years 5–6** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| develop listening/aural skills and skills for manipulating elements of music to achieve expressive effects when composing, singing and playing instrumentsAC9AMU6D01 | * developing vocal and/or instrumental skills by focusing on specific elements of music; for example, improvising patterns, phrases or melodies, such as harmonic, rhythmic or melodic patterns, and describing different ways they are using rhythm, melody and structure in their improvisations
* combining listening/aural and performance skills; for example, listening to hear other parts when singing or playing in a group and adjusting own volume to achieve a balanced sound
* exploring vocal/instrumental techniques they can use to manipulate elements of music to create contrast, repetition and balance in their compositions (for example, when composing instrumental parts for a song or creating bass and harmony parts to add texture to a melody they have composed), using focused listening and aural skills to evaluate the effects they are creating, practising and refining techniques required to achieve accuracy and making decisions about how to refine their ideas to accommodate their level of technical skill
* developing vocal and instrumental skills such as manipulating the timbre of instruments and voices/vocalisation to create and vary mood or atmosphere, or techniques that will extend their range, fluency, control or accuracy; for example, using observations from listening and questions based on Viewpoints to set goals, track progress or explore areas of interest (“How did that performer get that sound?” or “I think that this song is about …, how can I share my feeling with the audience”?)
* using digital tools to build skills such as accuracy and control; for example, using a digital tuner, using software to monitor articulation or dynamic range, or a digital metronome to monitor tempo
* practising techniques for singing and playing to develop technical skills in solo and ensemble music; for example, to accurately interpret rhythm and pitch
 |

|  |  |
| --- | --- |
| **Strand: Creating and making** | **Years 5–6** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meaning when composing and practising music for performance, and notate, document and/or record the music they composeAC9AMU6C01 | * working collaboratively to compose music in response to an image, theme or question; for example, writing lyrics and using acoustic instruments and/or digital tools to create melodies, a chord progression, bassline or other parts for a song that they will use in a presentation of learning in a subject such as History or English
* improvising and experimenting with combinations of sounds and/or using digital tools to create moods and atmospheres, or organising, developing and refining ideas by experimenting with elements such as texture, tone colour or structure to achieve intended effects
* rehearsing a range of unison and part music individually and/or in an ensemble, using listening skills and questions based on Viewpoints to assist decision-making about how specific elements of music will be interpreted and using listening skills to refine their work (“How did the composer intend this melody to sound?” or “How can I incorporate a sense of the energy in the original performance of this song when my band doesn’t have all the instruments?”)
* using a limited range of pitches to compose melodies for a selected instrument such as one they are learning to play; for example, a pitch range that only uses notes they can play, and using digital tools to add other parts
* arranging or re-imagining a known work; for example, writing new lyrics and arranging for available instruments
* composing a melody, manipulating elements of music such as rhythm, pitch, dynamics, texture or timbre, and using a compositional device/s such as a given form (verse/chorus, binary or ternary), contrast or repetition to structure the music, notating, documenting and/or recording; for example, using a combination of graphic and staff notation or making an audio recording
* using voice/vocalisation and sounds such as body percussion or drumming; for example, developing a song, chant or soundscape to accompany a Welcome to Country (for example, First Nations Australian students working with an Elder or a group of people who have permission to develop this part of a ceremony) or an Acknowledgement of Country (using correct protocols)
* using digital tools, voices and instruments to compose, notate, document music and/or record music; for example, combining loops constructed from melodic and/or rhythmic patterns with live performance, using voices and instruments or using notation software to create a score for performance by voice and instruments
 |

|  |  |
| --- | --- |
| **Strand: Presenting and performing** | **Years 5–6** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| perform music in a range of forms they have learnt and/or composed in informal and/or formal settingsAC9AMU6P01 | * rehearsing and refining performances to engage audiences and communicate ideas, perspectives and/or meaning; for example, focusing on expressive elements of music such as dynamics and balance when rehearsing performances of songs from a cultural group in their community or songs in a language they are learning
* providing and responding to feedback to refine performances and compositions; for example, discussing how the composer indicates dynamics in the music and how the performer/s interpret this information and how the performer/s communicate the mood of the music; for example, using tone colour/timbre and/or articulation (phrasing, staccato, legato)
* presenting performances via digital platforms including, if age-appropriate, interacting with audiences via platforms such as school intranet or website, and considering online safety protocols; for example, streaming or uploading recordings of performances and posing questions for the audience to respond to in a chat space
 |